

**CONTINUATION APPLICATION FOR ADDITIONAL PROGRAM
IMPROVEMENT FUNDING FOR TITLE I
TIER I/TIER II SCHOOLS
DEPARTMENT OF PUBLIC INSTRUCTION**

RETURN TO:
Department of Public Instruction
Title I Office
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Part A – General Information

Name of Applicant – Local Educational Agency Solen School District #3			
Mailing Address 902 East Broadway, PO Box 128	City Solen	State ND	Zip Code 58570
Name of District Authorized Representative Justin Fryer	Telephone Number 701-445-3341	Fax Number 701-445-3323	
Authorized Representative Email Address justin.fryer@k12.nd.us			
Name of Contact Person for Program Improvement Justin Fryer	Telephone Number 701-445-3341	Fax Number 701-445-3323	
Contact Person's Email Address justin.fryer@k12.nd.us			

Part B – Certification and Assurances

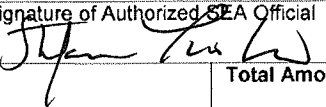
The applicant hereby assures the Superintendent of Public Instruction that:

1. Parents of participating children, school staff, the school district, and the state have jointly agreed to the selection of providers of technical assistance and the best use of funds for the effective implementation of the program improvement plan.
2. If this application is approved, program improvement funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI "General Requirements for Federal Programs" manual dated February 2004.
3. The LEA will use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the SIG final requirements.
4. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the SIG final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
5. If the LEA implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the SIG final requirements.
6. The LEA will report to the SEA the school-level data required under Section III of the SIG final requirements.

The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.

Signature of District Authorized Representative 	Date 5/26/2016
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Part C – State Approval (For Department Use Only)

Funding Period 7-1-2016 to 6-30-2017	Signature of Authorized SEA Official 	Date Approved 7-25-16
Year One Amount Approved 479,755.81	Total Amount Approved 479,755.81	

Continuation of SIG funds into years four and beyond are subject to submission, review, and approval of annual reports, achievement data, and this continuation application.

Part D – Required Components-Transformation Model

Implementation of the following ten components is required for all Tier I and Tier II schools completing the transformation model. For each component, outline in detail both the school's progress in each component for the 2014-2015 school year as well as the implementation plans for each component for the 2015-2016 school year. Provide supporting data to document progress for each component.

- ☒ **The school participates in NDMILE. Part D of this report is addressed through the “Interventions Annual Report” on NDMILE; therefore, the paper report for Part D is not required. In the 2015-2016 Implementation Plans the school must also address how it plans to address sustainability of the interventions implemented once SIG funds are no longer available.**

Component	2014-2015 Progress	2015-2016 Implementation Plans
1. Replace the principal who led the school prior to commencement of the transformation model.		
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that — (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) Are designed and developed with teacher and principal involvement. <i>*This component in particular need to be addressed with specific detail.</i>		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
6. Use Instructional and Student Data Reform An LEA implementing a transformation model must — (a) Use data to identify and implement an		

<p>instructional program that is research-based and vertically aligned from one grade to the next as well as aligned to the State academic standards; and</p> <p>(b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.</p>		
<p>7. Employ Increased Learning Time An LEA implementing a transformation model must –</p> <p>(a) Establish schedules and strategies that provide increased learning time; and</p> <p>(b) Provide ongoing mechanisms for family and community engagement.</p>		
<p>8. Employ Strategies for Operational Flexibility An LEA implementing a transformation model must –</p> <p>(a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external provider/organization (such as a school turnaround organization or an EMO).</p>		
<p>9. Provide for Ongoing Family and Community Engagement In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).</p> <p>To develop mechanisms to support family</p>		

and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.		
10. Obtain Ongoing, Intensive Technical Assistance from the LEA, SEA, or External Provider. The application will need to outline in detail how the school plans to obtain technical assistance from the LEA, SEA, and/or external provider.		

Part E – Optional Components-Transformation Model

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies as indicated below. For each optional component, outline in detail both the school's progress in each component for the 2014-2015 school year as well as the implementation plans for each component for the 2015-2016 school year. If not applicable, please indicate as such.












Optional Component	2014-2015 Progress	2015-2016 Implementation Plans
1. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.		
2. Implementing a schoolwide – response-to-intervention model.		
3. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.		
4. Using and integrating technology-based supports and interventions as part of the instructional program.		
5. In secondary schools – (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, by		

providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (b) Improving student transition from middle to high school through summer transition programs or freshman academies; (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at-risk of failing to achieve to high standards or to graduate.		
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Part F – Student Achievement

Please summarize how the inception of SIG funding for the 2014-2015 school year has impacted student achievement in the Tier I school. Include charts and graphs displaying the results of changes in student achievement data.

2015-2016 7th & 8th Grade Math 180 Growth Report

GRADE	FIRST TEST		LAST TEST		GROWTH IN QUANTILE®
	DATE	QUANTILE®/ PERFORMANCE LEVEL	DATE	QUANTILE®/ PERFORMANCE LEVEL	
8	01/13/16	535 	05/17/16	605 	70 
7	01/13/16	530 	05/17/16	585 	55 
7	01/13/16	360 	05/10/16	320 	0
7	01/13/16	630 	05/17/16	585 	0
7	05/18/16	700 	N/A	N/A	N/A

2015-2016 8th Grade Math 180 Growth Report

FIRST TEST		LAST TEST		GROWTH IN QUANTILE®
DATE	QUANTILE®/ PERFORMANCE LEVEL	DATE	QUANTILE®/ PERFORMANCE LEVEL	
01/14/16	730 BB	05/17/16	795 BB	65 
01/13/16	745 BB	05/17/16	700 BB	0
05/17/16	810 BB	N/A	N/A	N/A

YEAR-END PROFICIENCY RANGES

Grade K	10-175Q	Grade 5	820-1020Q	Grade 10	1220-1375Q
Grade 1	260-450Q	Grade 6	870-1125Q	Grade 11	1350-1425Q
Grade 2	405-600Q	Grade 7	950-1175Q	Grade 12	1390-1505Q
Grade 3	625-850Q	Grade 8	1030-1255Q		
Grade 4	715-950Q	Grade 9	1140-1325Q		

7th 8th 2015-2016 Read 180 SRI Growth Reports

Fall to Winter 2015-2016

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
8	08/27/15	935	01/12/16	1074	139
8	09/04/15	113	01/12/16	234	121
7	08/27/15	379	01/11/16	496	117
7	08/27/15	622	01/11/16	735	113
7	08/27/15	700	01/11/16	776	76
7	08/27/15	696	01/11/16	766	70
8	08/27/15	888	01/11/16	951	63
7	08/27/15	919	01/11/16	964	45
7	08/27/15	870	01/12/16	910	40
7	08/27/15	210	01/12/16	246	36
7	08/27/15	840	01/11/16	872	32
7	08/27/15	782	01/12/16	809	27
8	08/27/15	441	01/11/16	453	12

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
8	08/31/15	793	01/11/16	796	3
8	08/27/15	854	01/12/16	856	2
8	08/27/15	813	01/11/16	814	1
8	N/A	N/A	N/A	N/A	N/A
8	08/27/15	545	N/A	N/A	N/A
7	08/27/15	BR	N/A	N/A	N/A
8	01/11/16	562	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
8	08/27/15	600	01/11/16	495	0
8	08/27/15	203	01/11/16	168	0
8	08/27/15	787	01/11/16	773	0
7	11/10/15	893	01/13/16	892	0

7th 8th 2015-2016 Read 180 SRI Growth Reports

Fall to Spring 2015-2016

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
8	08/31/15	793	05/03/16	801	8
8	08/27/15	888	05/05/16	889	1
8	05/03/16	1146	N/A	N/A	N/A
8	03/24/16	836	05/03/16	812	0
8	08/27/15	545	05/03/16	460	0
7	08/27/15	BR	05/02/16	BR	0
8	08/27/15	441	05/03/16	391	0
7	08/27/15	840	05/05/16	834	0
8	08/27/15	787	05/04/16	457	0
7	08/27/15	870	05/02/16	645	0
8	08/27/15	854	05/03/16	827	0
7	08/27/15	782	05/02/16	773	0

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
7	03/30/16	BR	05/02/16	600	600
8	09/04/15	113	05/18/16	366	253
7	08/27/15	700	05/03/16	845	145
7	08/27/15	210	05/03/16	316	106
8	01/11/16	562	05/03/16	658	96
7	08/27/15	622	05/02/16	711	89
8	08/27/15	203	05/02/16	277	74
7	08/27/15	696	05/03/16	740	44
8	08/27/15	600	05/02/16	642	42
7	08/27/15	919	05/03/16	952	33
7	08/27/15	379	05/19/16	401	22
7	11/10/15	893	05/05/16	914	21
8	08/27/15	935	05/02/16	953	18

KEY

BR = Beginning Reader

■ Advanced

□ Proficient

Basic

■ Below Basic

▶ Test taken in less than 15 minutes

★ Scale for bar based on highest Lexile® growth within selected time period

YEAR-END PROFICIENCY RANGES

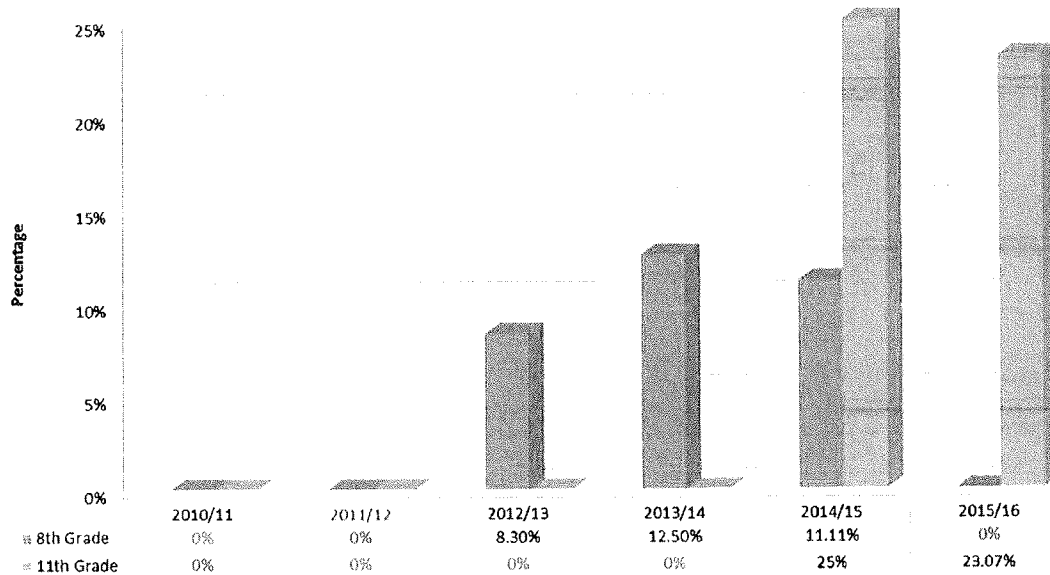
Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

Solen High School NWEA Class Averages Compared to the National NWEA Averages

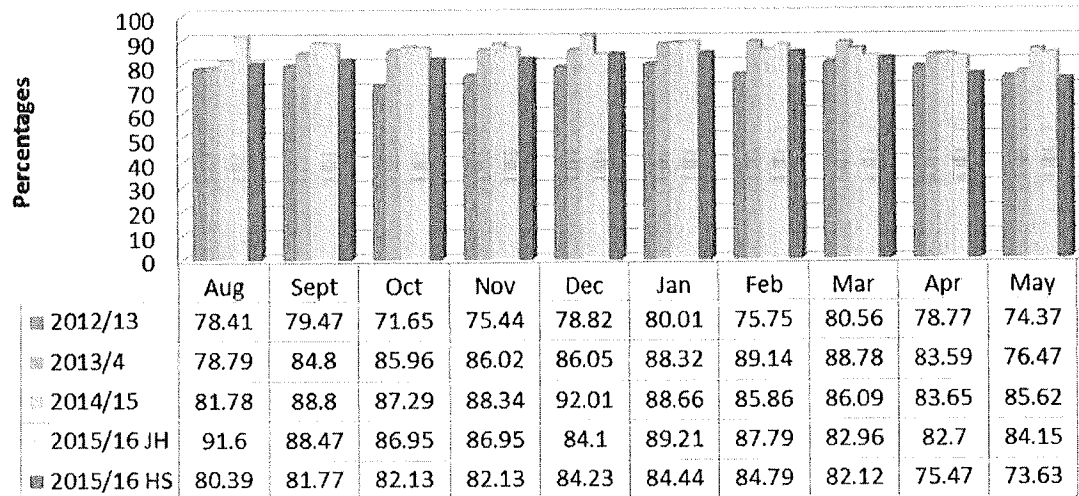
		Natl. Av.	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
7th Grade	Math	226-229	207	213	210	205	213	231	202
	RDG	217-219	203	204	200	205	204	199	194
8th Grade	Math	231-233	215	206	209	209	215	222	208
	RDG	220-222	208	215	202	200	208	207	202
9th Grade	Math	233-235	210	220	212	213	221	223	222
	RDG	221-222	205	209	214	199	211	219	201
10th Grade	Math	234-236		214	224	224	223	229	225
	RDG	223-224		209	208	225	216	218	221
11th Grade	Math	236-238			215	222	230	231	227
	RDG	223-224			206	221	226	223	218

Solen HS NDSA Science Scores

Solen High School 8th & 11th Grade NDSA Science 2010-2016

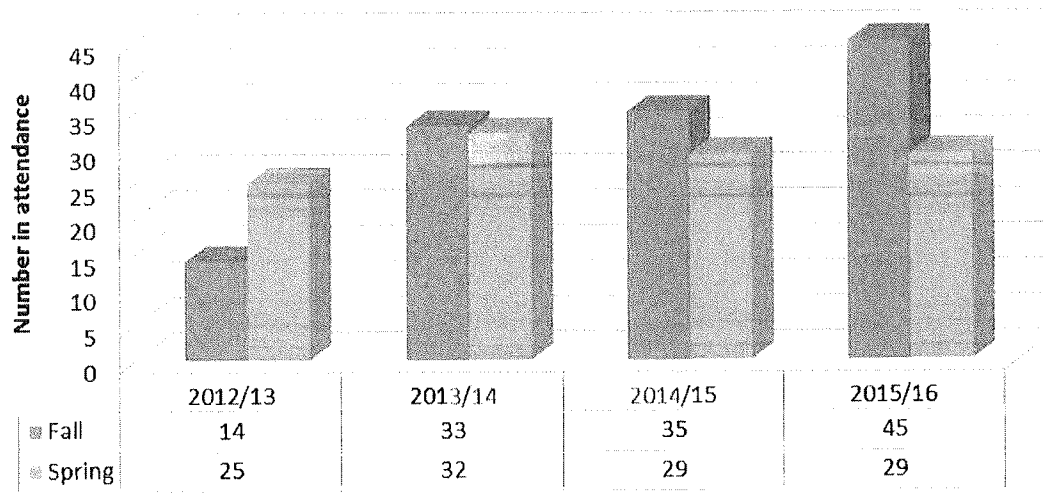


Solen High School Attendance

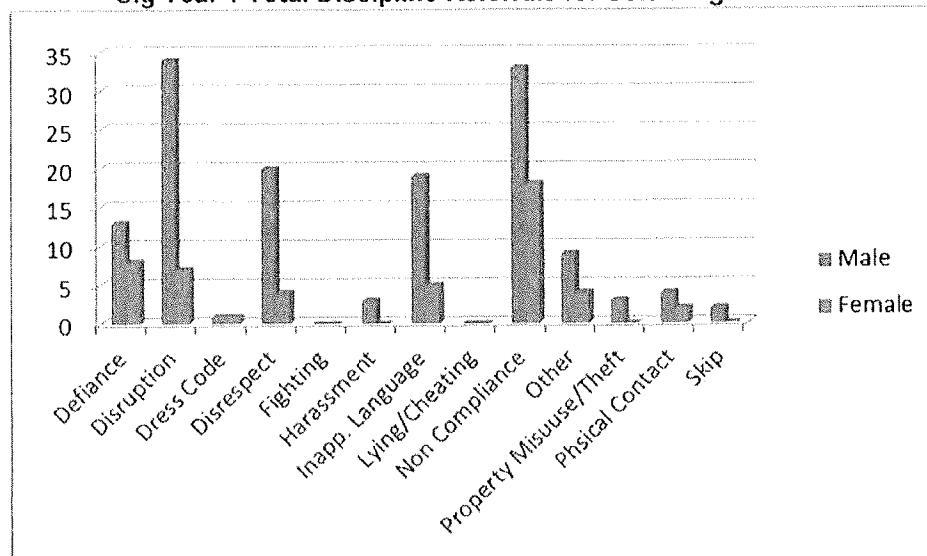


** The junior high and high school were put onto different schedules, and now PowerSchool pulls the attendance separately. The graph represents that change.

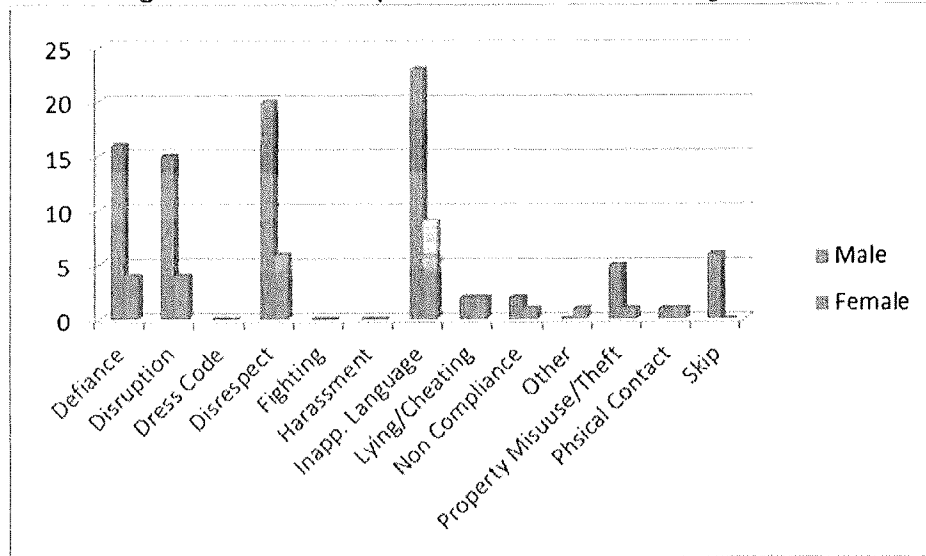
Parent/Teacher Conferences



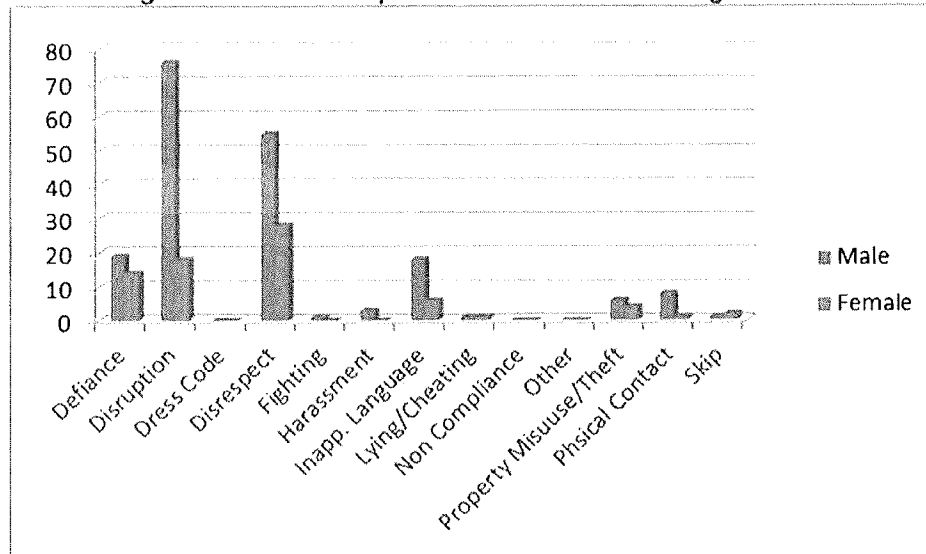
Sig Year 1 Total Discipline Referrals for Solen High School



Sig Year 2 Total Discipline Referrals for Solen High School



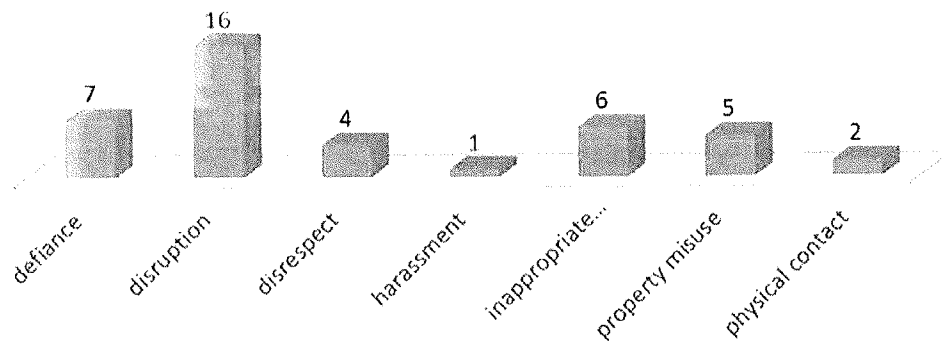
Sig Year 3 Total Discipline Referrals for Solen High School



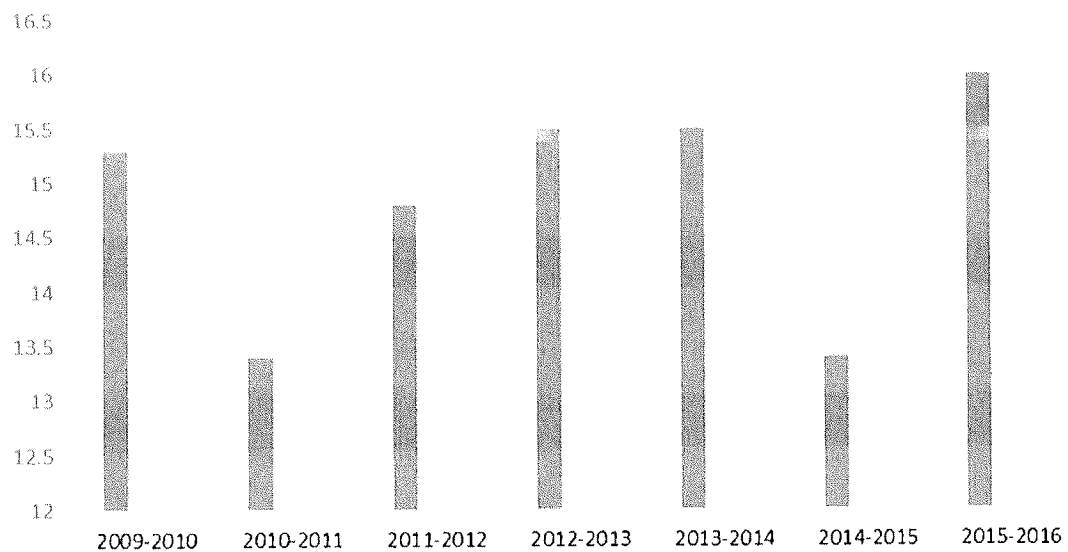
Sig Year 4 Total Discipline Referrals for Solen High School
(Since the referrals were so low this year we combined both males and females)

Solen High School Discipline Referrals 2015/16

Series1



Solen High School ACT Mean Scores



Part G – LEA/School Actions

Outline the school's 2015-2016 timeline including the steps it will take to implement the selected interventions. If necessary, identify the corresponding school and intervention. All proposed activities addressed in Part D or NDMILE for 2015-2016 must be included in the timeline. Activities that are a continuation from the previous school year(s) must also be addressed.

Month/Year	Description
June/2016	<ul style="list-style-type: none"> Professional Development Install the new iMac lab Preparation of final year four report (52280)
July/ 2016	<p>July 2016-June 2017</p> <ul style="list-style-type: none"> This school improvement initiative will provide learning opportunities, improvement instruction, provide access to HQ PD, support interventions for a comprehensive approach to improve student achievement outcomes, and ensures ongoing technical assistance to support the district and school through a statewide initiative by participating in a national Turnaround Arts Program designed to integrate the arts across the curriculum. A local program director who is responsible for the local Turnaround Arts Program (June 2016-July 2017). We are implementing a school improvement initiative in order to supplement the school improvement requirement. This program is designed to increase academic achievement, improve climate, and engage students through the integration of arts across the curriculum. This person will specialize in fundraising and communication to program quality and principal coaching. This person will be the primary contact with the Turnaround Arts Program. An Implementation Coordinator who is responsible for implementing the new Turnaround Arts Program into Solen High School classrooms. We are implementing a school improvement initiative in order to supplement the school improvement requirement. This program is designed to increase academic achievement, improve climate, and engage students through the integration of arts across the curriculum. This person will work directly with teachers at Solen High School to implement arts & humanities across the curriculum.
August/ 2016	<ul style="list-style-type: none"> Three days of professional development for certified staff Beginning of new 2015-2016 school year Mentors meet with students Teachers review IEP goals Orientation for all new students Staff meeting
September/ 2016	<ul style="list-style-type: none"> Leadership Team RTI and Data Teams Teacher observations Staff meetings Fall NWEA assessment Initial SIG report Parent Teacher Conferences Mentoring Professional development
October/ 2016	<ul style="list-style-type: none"> Leadership Team RTI and Data Teams Mentoring Staff meetings Teacher observations
November/ 2016	<ul style="list-style-type: none"> Leadership Team RTI and Data Teams Professional development

	<ul style="list-style-type: none"> • Mentoring • Staff meetings • Formal teacher evaluations • SIG report • Parent Teacher Conferences
December/ 2016	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Leading/Lagging Report • Parents' Day
January/ 2017	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Observations • NWEA Winter assessments
February/ 2017	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Professional Development • Mentoring • Staff meetings • Professional development • SIG intervention report • Parent Teacher Conferences
March/ 2017	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings • Formal evaluations completed by March 15th deadline • ACT • Smarter Balance Assessments • AASA Conference
April/ 2017	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Professional development • Mentoring • Staff meetings • Observations and professional development • Smarter Balance Assessments • Parent Teacher Conferences • Begin staffing plans for 2015-16 school year • SIG intervention report

May/2017	<ul style="list-style-type: none"> • Leadership Team • RTI and Data Teams • Mentoring • Staff meetings continue • End-of-year professional development • Contracts are offered
June/2017	<ul style="list-style-type: none"> • Planning for sustainability after the SIG Grant • Finalize the budget for the 2016-2017 school year • Quarterly report due • Close out all fiscal accounts

Part H-1 – Budget (Year 4)

School Year:

☐ 2015-2016*The district must provide a line item Year 4 budget.*

School Name			
Object Code Number	Object Code Description	Requested Budget	For Department Use Only Final Approved Budget
110	Professional Salaries	\$143,046	143,046.00
120	Non-professional Salaries	\$56,307	56,307.00
200	Benefits	\$93,217	93,217.00
300	Purchased Professional & Technical Services	\$123,850	123,850.00
430	Maintenance		
500	Other Purchased Services/Travel	\$36,944.36	36,944.36
600	Materials/Supplies		
730	Equipment		
800	Dues/Memberships/Registration Fees		
	Unobligated Setasides	\$25,080	26,391.45
Total	Total must match total on Part H-2	\$478,444.36	479,155.81

600 – These funds are specifically for high quality interventions and activities supported through a thorough needs assessment. Supplies/materials will only be considered if they are necessary to implement the application plan.

730 – Equipment cannot be purchased with these funds unless supported through a needs assessment.

Part H-2 – Budget Narrative Year 2

For each line item in Part H-1, please provide a detailed description of the expenditures listed in H-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.

Object Code Number	Description	Amount
110	Five extra days for 11 certified staff (DC \$1,038 SF \$1,493 MF \$1,025 LH \$1,451 RK \$1,485 JL \$1,232 CM \$1,052 JTB \$1,336 KW \$1,123 JB \$1,798)	\$13,033
110	Salary for remedial math teacher (\$38,500 + \$1,052 for five extra days)	\$39,552
110	Salary for remedial reading teacher (\$42,950 + \$1,174 for five extra days)	\$44,124
110	Salary for half-time data coordinator (\$23,550 + \$1,287 for five extra days)	\$24,837
110	Stipends for Leadership Team	\$21,500
120	Salary for .5 Math 180 Para & .5 Read 180 Para	\$20,657
120	Salary for attendance monitor, half-time tech coordinator, and two cooks (5 extra days for the cooks)	\$35,650
200	Benefits for all salaries & Turnaround Arts Implementation Coordinator	\$93,217
300	Portscheller and Associates, contract for 27days@2250 per day	\$60,750
300	Contract for Grant Coordinator, contract for 27 days@300 per day	\$8,100
300	Contract for Local Turnaround Arts Program Director July 2016-June 2017	\$55,000
500	Travel for 2 administrators to AASA Conference In New Orleans (March, 2017)	\$6,500
500	Travel for external provider	\$28,444.36
500	Travel for Local Program Director, Turnaround Arts: North Dakota	\$2,000
	Unobligated Setasides	\$25,000
Total	Total must match total on Part H-1	\$478,444.36

26,391.45
479,155.81